

ice with hockey players and saying, All is fair; compete.

The problem is not mixing minorities and whites so all are fairly represented, but rather the continuing problem of minorities being lesser qualified. They are being inadequately educated in kindergarten through 12th grade and the government doesn't step in until after graduation. It is not making amends for the injustices of slavery or separate equality but what it is doing is converting, covering up problems with the current system, problems of funding for proper books and classrooms in public schools. Public schools, that means it is the government's problem with money, not entirely of race.

As of 1995, the University of California was accepting only about half of their students based on grades and test scores. The rest were a complex equation that awarded points to minorities and women, and while 565 black students applied to Northwestern in 1996, only 120 were among the entering class of 1,850. In 1993, out of approximately 400,000 black high school seniors nationwide, only 1,644 had combined scores of 1,200 and better on SATs.

Finally, in 1995, Pete Wilson, Governor of California as President of the University of California's Board of Regents voted to end affirmative action programs that considered race, gender or ethnic origin on admissions. At the same time polsters of two-thirds of California's voting population and a growing majority of men opposed quotas. We need to stop compensating for the lack of early education and start teaching.

Ms. NEWMAN. Although the United States has made progress toward protecting its people from discrimination, our nation hasn't come far enough. If our goal is to create a society of equal opportunity, there are a lot of things that we as a country need to do to make that happen.

Since the late 1960s our nation has instituted an affirmative action program. The purpose of affirmative action was originally to end discrimination in the workplace. It has been a futile attempt, however, to make up for years of neglect by our society and its government to do something about racism.

One example of the inadequacy of affirmative action can be found in Texas. In 1994, the University of Texas law school was sued because it had to set up separate admissions standards for white and black students. In a mirror image of the 1950s, the different standards were not to keep out qualified blacks but qualified whites. The reason for this which the lawsuit revealed was looking at the LSAT results in 1992, only 88 blacks in the country had scores higher than the median for white students at the highly selective law school. On scores alone, the school would have admitted nine black applicants to its engineering class of 500 students. Yet affirmative action called for a certain proportion of African Americans to graduate from Texas colleges.

This huge discrepancy between black and white scores has to do with problems that our government is neglecting to solve within minority groups. Ignoring the fact that the black scores weren't sufficient enough for admission will not solve our problems nor will the other laws that require businesses to accept a certain number of people from a certain minority. They only worsen them. They produce the feeling of inferiority among minorities and create negative stereotypes in the minds of the majority. White, educated, upper-middle-class residents are getting angry because they are losing their privileges. They feel that they are now the discriminated segment of our population.

We have given affirmative action a chance to lessen tensions among the people who

make up our society, yet it hasn't been enough. There needs to be a different approach to this program and it needs to be stronger than simply handing out privileges. Our government needs to focus on resolving issues of poverty, of unemployment, of public education and the collapse of family structures that face minority groups in America.

If people start feeling good about themselves, if they start feeling like they have a chance to be just like anybody else without unfair advantages from the government, only then will they feel that they are an equal citizen of the United States. Only then will there be space provided for individuals of any color and any religion, any background in either gender to achieve the success that has to be won, not provided for.

Mr. GEORGE. What they are doing now is unnecessary—they do not always accept people or advance people based on—they are doing it too much on the color or by their gender.

Ms. NEWMAN. I think it is definitely appropriate for the government to recognize that there aren't as many of the kind of person, a race in something like a police department or whatever, I think it is appropriate for the government to say maybe there is a problem, maybe there is discrimination, but for the government to make laws that say that maybe a certain number of white students cannot be accepted into a college because there has to be a certain number of black students, that is not appropriate.

Mr. GEORGE. There are blacks that have achieved and there are Jackie Robinsons, there are Jesse Jacksons, I mean there are blacks that can succeed and if you teach kids in school that they can achieve just as much as a white student can, then they think it is a lot more possible.

Ms. NEWMAN. I do not think you can say "tough luck" but you cannot wait until people are—how do I say this? If you want to promote the feeling that I can be this kind of person, I am a woman and even though I never see any women carpenters I can be that person if I want to, but that has to be promoted before. People have to work at that when people are young, when people—like using the black example again, if a black person says I cannot be this kind of person because I am black and because there is discrimination, that problem has to be solved not by giving that person an advantage which would be an unfair advantage, they have to solve that problem by fixing the situation.

#### CONGRATULATIONS TO ALTUS HIGH SCHOOL

**HON. J.C. WATTS, JR.**

OF OKLAHOMA

IN THE HOUSE OF REPRESENTATIVES

*Thursday, June 12, 1997*

Mr. WATTS of Oklahoma. Mr. Speaker, recently, more than 1,200 students from 50 States and the District of Columbia were in Washington, DC, to compete in the national finals of the We the People . . . The Citizen and the Constitution program. I am proud to announce that the class from Altus High School was the State Champions from Oklahoma and represented our State in the finals.

The distinguished members of the team that represented Oklahoma are: Ramon Carlisle, Darin Copeland, Alison Clason, Houston Green, Colin Holman, Stephen Iken, James Lambert, Stacy Lewis, Juanita Martinez,

Steffani O'Brien, David Sutherland, Shannon Taylor, and Bridget Winter.

I also would like to recognize their coaches, Rebekkah and Johnny Morrow, who deserve much of the credit for the success of the team. The district coordinator, Diane Morgan, and the State coordinator, Rita Geiger also contributed a significant amount of time and effort to help the team reach the national finals.

The We the People . . . The Citizen and the Constitution program is the most extensive educational program in the country developed specifically to educate young people about the Constitution and the Bill of Rights. The 3-day national competition simulates a congressional hearing in which students' oral presentations are judged on the basis of their knowledge of constitutional principles and their ability to apply them to historical and contemporary issues.

Administered by the Center for Civic Education, the We the People . . . program now in its 10th academic year, has reached more than 75,000 teachers, and 24 million students nationwide at the upper elementary, middle, and high school levels. Members of Congress and their staff enhance the program by discussing current constitutional issues with students and teachers.

The We the People . . . program provides an excellent opportunity for students to gain an informed perspective on the significance of the U.S. Constitution and its place in our history and our lives. These students have honored Oklahoma in their participation in the national finals and I wish them every success in the years ahead.

#### INTRODUCTION OF THE DISADVANTAGED MINORITY HEALTH IMPROVEMENT AMENDMENTS ACT OF 1997

**HON. LOUIS STOKES**

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

*Thursday, June 12, 1997*

Mr. STOKES. Mr. Speaker, I rise to introduce the Disadvantaged Minority Health Improvement Amendments Act of 1997. This important legislation reauthorizes the programs authorized by the enacted Disadvantaged Minority Health Improvement Act of 1990. This measure is as relevant today as it was in 1990—when I originally introduced it in the House, and Senator KENNEDY, of Massachusetts, in the Senate.

The measure that I am introducing today reauthorizes the health professions loans; scholarships; and fellowships for disadvantaged students; the Department of Health and Human Services' Office of Minority Health; the National Institutes of Health Office of Research on Minority Health; and the Minority Centers of Excellence programs.

Mr. Speaker, I am sure you know the critical nature of this legislation. While every racial and ethnic group experiences some health disparity, minorities and other disadvantaged Americans continue to suffer disproportionately higher rates of death and disease. For example: 29 percent of all AIDS cases in the United States occur in African-Americans and 16 percent in Hispanic-Americans; and every year the African-American community experiences 70,000 excess deaths. These are